



# LEADERSHIP PROFILE REPORT

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Iowa Association of School Boards  
February 1, 2023

## SELECTION PROCESS

The IASB Board has retained Dr. Mike Richie and Todd Strom of HYA to recruit qualified candidates. The consultants will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to the consultants:

Mike Richie email: [mikerichie@hyasearch.com](mailto:mikerichie@hyasearch.com)

Todd Strom email: [toddstrom@hyasearch.com](mailto:toddstrom@hyasearch.com)

## EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) from January 3, 2023 through January 23, 2023 for the new Executive Director of the Iowa Association of School Boards (IASB). The data contained herein was obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new Executive Director. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the organization and some of the challenges that it will be facing in the coming years. It should be emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group.

### Process

The structure of the individual meetings, forums, and focus groups was open, allowing for participants to build upon each other's comments. All sessions were also held over Zoom to allow greater flexibility for participants to meet their scheduling needs and address any health concerns. Additionally, an online survey was available to stakeholders for 15 days and provided an additional avenue for stakeholders to participate in the process of determining the next Executive Director's qualifications and characteristics. Further, HYA consultants did receive written feedback and comments outside of the forums and surveys that were also considered in this process. All of those involved in providing input in the selection of the next IASB Executive Director were asked to respond to the following questions:

1. What are the strengths of the organization that the next Executive Director can build upon?
2. What are the challenges facing your organization that the next Executive Director should be aware of, or you would like to see be addressed?
3. What characteristics or traits are you looking for in your new Executive Director?
4. Is there anything else you would like to share with us or that we should know about the IASB organization.

### Participation

The total number of individuals interviewed or participating within an interview group was 78. Adding the 143 stakeholders who completed the online survey, the total of participants providing input into this report totaled 221.

The HYA consultants held 19 interviews and hosted eight (8) focus groups across the organization. Included within the profile interviews were the following: IASB Board Members, District School Board Members, IASB Internal Operations Team, IASB Team Leaders, IASB Government Relations and School Finance Team, IASB Leadership Services Team, IASB Communications and Events Team, Administrators, and Ed Heads.

Stakeholders were invited to complete the HYA Online Survey, with a link provided to them and also placed on the IASB's Website from January 9 through January 23, 2023. The survey data was disaggregated by six groups: IASB Board, IASB Staff, Board Presidents, Superintendents/AEA Chief Administrators/School Business Officials, Affiliated Program Vendors and Education Stakeholders. The IASB Survey was completed by 143 stakeholders. The largest stakeholder group surveyed were the Superintendents/AEA Chief Administrators/School Business Officials 59 representing 41% of the responses. Board Presidents at 21% made up the second most populous stakeholder group. The third largest participant group were IASB Staff at 14% of all respondents.

The numbers of participants by the stakeholder groups in the two methods of data gathering are listed in the following chart. Not all focus groups were a group that was disaggregated for the online survey.

Group	Interviews/Focus Groups	Online Survey
IASB Board Members	19	18
District School Board Members	16	
IASB Staff Internal Operations Team	3	
IASB Staff Team Leaders	4	
IASB Staff Government Relations and School Finance Team	3	
IASB Staff Leadership Services Team	5	
IASB Staff Communications and Events Team	2	
IASB Staff	See breakdown of staff above	20
Administrators	22	
Ed Heads	4	
District School Board Presidents	NA	30
Superintendents/AEA Chief Administrators/School Business Officials	NA	59
Affiliated Program Vendors	NA	11
Education Stakeholders	NA	5

The IASB survey report is provided at the end of this report under a separate cover and is meant to serve as a stand-alone complementary piece to the Leadership Profile Report.

## Description of the Organization

Since 1946, the Iowa Association of School Boards has been committed to serving Iowa School Boards and public schools. As a 501c4 nonprofit organization, the association advances the goals of its members through education, advocacy and service.

IASB members include Boards of Education for Iowa's public school districts, area education agencies and community colleges. In addition to board members themselves, IASB provides important support services for roles that work closely with boards: superintendents, business officials, board secretaries and school attorneys.

**School Boards:** 1,857 individuals serve on local school boards for Iowa's 327 school districts. Iowa School Boards govern the education of approximately 485,630 students while overseeing school budgets totaling \$6.13 billion. School Board Members are elected by their local communities in an election held the second Tuesday of November in odd numbered years. Local school boards may have five or seven members. School Board Members receive no pay. Their reward is the satisfaction they receive from public service.

**Area Education Agency Boards:** The state's nine area education agencies (AEAs) are governed by board members who are elected for four-year terms by public School Board Members. Iowa AEAs are intermediate service units that provide special education, media and educational services to local schools.

**Community College Trustees:** The Iowa Association of Community College Trustees holds a membership in IASB. Iowa's 15 two-year community colleges are governed by five to nine Board Members elected by local residents in an election held the second Tuesday of November in odd numbered years. They are elected to four-year terms.

# MEASURES OF SUCCESS

*IASB Annual Report, 2021–22*



## BOARD TEAM DEVELOPMENT

**99.4%**

membership of PK–12 boards; 100% membership of AEA boards and community college trustees

**2/3**

of member boards had at least one new board member attend an IASB learning opportunity **within 4 months** of the 2021 school board election

**90%**

of PK–12 boards attended one IASB learning event (Annual Convention, conferences, workshops, webinars); 100% of AEA boards attended one

**108**

**custom in-district workshops** for board/superintendent teams

### Team IASB

*IASB is at your service with **22 full-time staff** and **17-member board of directors**.*



## MEMBER SERVICES

**357,473**

annual visits to [www.ia-sb.org](http://www.ia-sb.org) website

**480,553**

resources downloaded annually

**50**

**Data Boost** and **Data Dashboard** resources, providing comparative info on school trends and issues to inform decision making at the board table

**60**

new or updated sample policies

**90%**

boards subscribing to IASB *Policy Reference Manual* service

**100%**

of PK–12 and AEA boards participating in at least one value-added affiliated program

**95–98%**

of member survey respondents rated IASB customer service as **excellent+good**

**93%**

of member survey respondents strongly agree or agree that IASB is a strong advocate for public education

## ADVOCACY

**\$83.2 million**

the amount of new money for schools in FY 2023, generated from the school aid formula

**170**

bill registrations

**1,062**

lobbying hours

**\$55 million**

the amount of funds that would have been diverted to private schools if IASB hadn't helped defeat the voucher bill

## Top Advocacy Issues

- Teacher Recruitment and Retention
- Mental Health
- Transportation Equity
- District Cost Per Pupil

**Financials:** All data are for 2021–22 unless noted. IASB Audited Financial Statements and budget information are available on request.





## Success for All Students: IASB Strategic Plan



### Mission

To educate, support, and inspire public school boards in their pursuit of world-class education for all students in Iowa.

### Vision

All Iowa school boards demonstrate effective governance practices to foster commitment to a vision of success for all students, bring voice to the needs of the community, and ensure that Iowa public schools lead the nation.

### Values

Service | Innovation | Accountability

## Goals & Strategies for 2022–25

### GOAL 1: TO PROVIDE RESOURCES AND ENGAGE BOARD MEMBERS WITH BOARD DEVELOPMENT OPPORTUNITIES THAT MEET MEMBER NEEDS FOR EFFECTIVE GOVERNANCE.

- **Strategy 1:** Support districts in recruiting school board candidates and in educating/onboarding new board members, helping them prepare for their governance roles.
- **Strategy 2:** Continue to strengthen the structure and content for board member training on relevant and timely issues impacting students and districts.
- **Strategy 3:** Enhance member engagement in board learning through continued innovation and exploring alternative formats, content, and marketing efforts.
- **Strategy 4:** Provide targeted support to superintendents, business officials, board secretaries and school attorneys to enhance unity, sustainability and efficiency of the governing team.
- **Strategy 5:** Ensure relevancy and integrate affiliated programs as a mission-driven extension of IASB services for the board/superintendent team.

### GOAL 2: TO PROMOTE UNDERSTANDING OF AND ADVOCATE FOR THE NEEDS OF ALL STUDENTS AND PUBLIC EDUCATION.

- **Strategy 1:** Develop and promote key public policy that drives student-centered educational opportunities in public schools.
- **Strategy 2:** Grow, equip, and maintain a strong network of school board members to effectively advocate for the needs of all students.
- **Strategy 3:** Facilitate relationship-building opportunities between board members, community members, and legislators.
- **Strategy 4:** Equip school board members to engage external/community stakeholders in advocacy for all students and public education.
- **Strategy 5:** Position IASB as a leading statewide resource for the media on education issues.



### GOAL 3: TO ENHANCE ORGANIZATIONAL EFFICACY, RESPONSIVENESS AND CAPACITY.

- **Strategy 1:** Identify and focus on high-impact, high-need, high-engagement services. Abandon or streamline services which have limited impact or need.
- **Strategy 2:** Continue to implement strategies to enhance member outreach.
- **Strategy 3:** Strengthen IASB's risk management practices, including cybersecurity, disaster recovery planning, and incident response plans.
- **Strategy 4:** Ensure our human resources are highly competent with the skills needed to support IASB's goals and to meet member needs.
- **Strategy 5:** Grow and align financial resources for expanded capacity to meet IASB's mission, vision, and strategy in a fiscally responsible manner.

It should be emphasized that the data is not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

### Strengths of the Organization Based on our Data Analysis

- 1. The staff is professional, highly respected and has a positive culture.*
- 2. The mission and vision of IASB is shared and supported by all stakeholders, including a high functioning Board that has great fiscal accountability.*
- 3. The strategic plan was recently constructed with stakeholder input, adopted by the Board and is a strong compass for the organization.*
- 4. IASB is the valued voice for public education in Iowa with 100% of public schools being members.*
- 5. The training and resources provided to local School Boards and Superintendents are of high quality and viewed as essential.*

### Challenges and Issues Facing the Organization

- 1. The political landscape and threats to public education legislatively will require the director to be a strong diplomatic leader.*
- 2. Budget is highly dependent on vendor revenues which will require constant grooming to sustain, and substantial effort to increase sources while maintaining a high level of service.*
- 3. Need to increase modes and frequency of communications beyond emails. Examples: social media and in-person satellite meetings around the state.*
- 4. Retention of and recruitment of high quality IASB employees. Also, need to make an effort to hire more diverse candidates.*
- 5. Keeping services affordable for local School Boards as budgets become tighter.*

HYA and the IASB Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the organization. The search team will seek a new Executive Director who can work with the IASB Board to provide the leadership needed to educate, support, and inspire public School Boards in their pursuit of world-class education for all students in Iowa. It is critical that the new Executive Director of the IASB instill the core values of **Service, Innovation and Accountability** to its members while meeting the unique needs of each school district in Iowa.

The search team would like to thank all the participants who attended focus groups, interviews, meetings or completed the online survey. A special thank you goes to IASB Executive Director Lisa Bartusek and Executive Assistant Stephanie Rousseau who assisted this HYA team with our meetings, and the entire search process.

### Desirable Characteristics of Next Executive Director

Many of the discussions pertaining to strengths and challenges for the IASB flow into the expectations/characteristics for the Executive Director. Several of the characteristics that are present in the profile for the next Executive Director build on the current strengths of the organization in addition to addressing the challenges ahead. The search team will seek a new Executive Director who will understand large and small school issues, and will never let political beliefs be evident. Legislative and organizational networking will be essential. It will be important for the new Executive Director to constantly foster good positive energy, be a good listener, be genuine, be trusted, have integrity, and build relationships that will be the driving force to all of the work at IASB.



The new leader will be one that is balanced and can advocate for public education in a challenging climate. The person will be able to articulate a systemic communication plan that is transparent, open, and builds trust through respectful and collaborative relationships with diverse stakeholders and school districts. The new IASB Executive Director will also need to be a great board facilitator, skilled in leading difficult decisions and must be comfortable in a changing work, political and societal landscape; be an outside of the box thinker. The ideal candidate will have both educational administrative leadership experience and non-profit experience.

See individual stakeholder comments and chart in the Data Summary section of this report for additional desired characteristics of the new Executive Director.

### **Iowa Association of School Boards' Executive Director Desired Candidate Profile**

The IASB Board seeks an Executive Director who in collaboration with the Board, staff, and school districts will focus the organization on shared goals. After seeking input from Board members and key stakeholders via individual and group interviews and from the results of the Online Survey, the IASB Board seeks a strong, visionary Executive Director who possesses the following characteristics:

#### **An effective communicator who:**

- Fosters trust and respect among the IASB Board, staff, and school districts across the state of Iowa by listening, being decisive in decision making and courageous.
- Maintain relationships with School Board members and districts from East to Western Iowa, must love public education and be willing to battle for local Boards.
- Is open and honest, has a sense of humor, down to earth, and is energetic.
- Must network and collaborate with state and national agencies, must be willing to travel and visit AEA's/local School Boards/regional meetings/state convention.
- Will help write the message and engage stakeholders across the state through social media, and share success stories of local public school districts, and advocacy.

#### **An organizational leader who:**

- Empowers others and motivates.
- Fosters a positive climate of mutual trust and respect among Board, staff, and school districts.
- Has a clear vision of the organization.
- Holds a deep understanding of the political climate and navigates the IASB through political issues in a non-partisan way.
- Demonstrates a deep understanding and importance of the IASB training, professional development, state convention and emerging best practices and strategies to improve student learning.

#### **A visionary, inspirational leader who:**

- Builds strong relationships with all stakeholders.
- Continues to implement existing plans and or develop a collaborative vision and strategic planning with the IASB Board, staff, school districts, and administrators.
- Holds a deep appreciation for diversity, inclusion, and the importance of providing safe and caring work environments.
- Listens to and effectively represents the interests and concerns of the IASB Board, staff, school districts, and administrators.
- Builds strong IASB Board relationships with a clear understanding of governance and the development of governance skills.

### **An efficient leader who:**

- Aligns budgets, long-range plans and operational procedures with the organization's vision, mission, and goals.
- Attracts, leads, evaluates, and retains an effective team of administrators and staff.
- Effectively plans and manages the long-term financial health and growth of the organization.
- Identifies, confronts, and resolves issues and concerns in a timely manner.
- Deals with conflict and recognizes issues/situations as they arise.
- Is accountable and holds others accountable.
- Organizes people and resources to accomplish goals.
- Possesses strong organizational and change management skills, demonstrating creativity and risk-taking where appropriate.
- Understands systems thinking and implements system strategies and strategic planning.

## **DATA SUMMARY**

The individual and group interviews of stakeholders generated the following responses. Comments have been summarized, and careful attention has been made to accurately convey the information. They are listed with no attempt to prioritize. The top-rated categories from the on-line survey are also shown. Topics in the stakeholder interviews and the survey results appear to be congruent, that is a positive finding. The variety of data collection methods as well as the presentation of disaggregated data across stakeholder groups produced similar results with very little variance on issues.

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

1. What are the strengths of the organization that the next Executive Director can build upon?
2. What are the challenges facing your organization that the next Executive Director should be aware of, or you would like to see them address?
3. What characteristics or traits are you looking for in your new Executive Director?

## **SUMMARY OF COMMENTS FROM FOCUS GROUPS AND INTERVIEWS**

### **Strengths and Points of Pride of the IASB: Organization Stakeholder Comments**

- Put local district members first.
- Visionary team IASB, all 17 members partner with the Executive Director, a strong shared vision to advocate for all students in public education.
- Fiscally responsible for the needs of our members, good financial standing but requires constant effort.
- Board input is considered in executive decisions.
- Strong strategic plan.
- Many opportunities for training and workshops for local districts.
- Flexible responsive board.
- Mission focused, try to identify blind spots.
- Phenomenal/strong team surrounding the director, IASB is the leading organization for public School Boards.

- IASB has increased membership to full 100% membership of local school boards across Iowa.
- Great customer service.
- Dynamic staff - respect each other's roles, strong reputation as organization, local School Boards value IASB people and services.
- Services and training provided to Boards and Superintendents are beneficial and critical.
- When we have transitions the teamwork is incredible, quality staff with strong interpersonal skills and relationships, our current leader brings out the best in others.
- Strong CFO, fiscally strong.
- A diverse Board.
- Impressive State Board convention, speakers, organization and service.
- IASB is very accessible to local Board Members, providing great support for new IASB Board Members from campaigning to the orientation following the election.
- Organizational communication is strong.
- Timely response.
- Proactive, legislative and economic planning.
- Efficiency of staff/resources.
- Honor non-profit mission.
- No hidden agendas - shared mission, advocacy group (voice of public education in Iowa).
- IASB represents the students of Iowa, diverse approach to our work, dedicated core staff.
- Staff descriptions/organization charts have flexed to become more efficient.
- IASB provides a unified voice for all the local Boards when it comes to policy and advocacy for not only legislators but for the public in general to understand what public education is doing to better our achievements and prepare for the future.
- The policy review primers save local districts time and money in developing policies aligned and within the legislative law codes.
- Training Board Members is an important mission of IASB, to follow Iowa code but more importantly how to develop policies and practices that improve student outcomes.
- Legal advice is outstanding.
- Minority advocacy.
- Historically have grown through some darker times.
- Day on the hill, unified front.
- Legislative influence by the IASB staff, well respected.
- Strong dedication to member service; commitment to public education excellence.
- Moral imperative of supporting all students.
- Commitment of all staff to support the Board and students.
- Extreme transparency.
- Every department knows and understands their role.
- White glove service to members.
- Great training opportunities and tools on the web site.
- Very trustworthy.
- Staff learn from each other and work very well together.
- Breadth of knowledge and sharing, no silos.
- Expertise of staff.
- Culture of trust, steady staff, not much turnover or dissension.
- Team is very supportive of each other, camaraderie.
- Strong relationships, connections with local districts, Superintendents and Boards.
- High quality PD, team building.
- PD at board table, onboarding training, and policy feedback.

- Resources (human and written) are strong.
- Strong aspiring Superintendent training.
- Respect leaders and representation of public education in Iowa, present and visible at many venues across the state.
- Knowledgeable staff on issues of school finance.

### Top Rated Organization Strengths: ISAB Online Search Survey

Key: (VV) Vision and Values, (TL) Teaching and Learning, (CE) Community Engagement, (M) Management

- Is proactive in identifying and engaging stakeholders, sound current and emerging educational issues (CE)
- Communicates in a transparent manner (M)
- Further the mission, goals and priorities of IASB (VV)
- Employs an effective staff to support the membership (M)
- Provides member access to convenient, professional learning (PD)

### Future Challenges of the IASB: Organization Stakeholder Comments

- New Executive Director has to lean forward into public advocacy through social media, we need to write the narrative and share through a variety of social media platforms. Be the voice for Iowa Public Education, local Boards should be able to share posts and data off our platform, we still use archaic email, and local vouchers are a hot topic.
- Find a way to collaborate with lawmakers so we are invited to the table, can't continue to say no.
- Need to listen to our members (lean in).
- Turnover on IASB board - new leadership will need to coach and mentor new Board Members.
- Narrow the focus to what members actually need.
- Legislatively need to clearly define what adequately funding public schools looks like.
- Provide good data to inform decision making, difficulty in communicating resources available from IASB to local Board Members, need to improve beyond emails. Examples: host satellite coffees, workshops, etc.
- Urban Education Network has much better legislative branch and outreach than us, we must do better, specifically to equip our rural school boards in the voucher proposals.
- Been facing the politicalization of Board work the past few years, candidates for local Boards are sometimes not running as bi-partisan but with a personal agenda.
- Superintendent and local School Board Member retention across the state.
- Training is essential, some of our training should be mandatory.
- Immediate need is to reconnect with our newly elected, more philosophically diverse local Board Members, (example: books in public libraries debate).
- IASB needs to acknowledge and help mend those relationships, our leader needs to be very diplomatic like Lisa.
- We need to keep up with the diversity in local and state elections, develop those relationships.
- Stay on the forefront of technology, increase our social media outreach to local Boards and statewide, most communication now is mainly email which doesn't always get noticed.
- Legislative actions are always unpredictable, we are in good shape now with our budget, but will need constant attention and grooming to sustain current investors and continue to grow revenue sources.
- 501c4 experience and fundraising would be good, we do not receive any state money like local Boards.



- Board Member turnover is annual (this year four new members, three year terms and also resignations).
- Mild competition from ISFAS, which some company officials used to be IASB employees
- Some schools pay dues to both.
- Political landscape, public school advocacy with legislature and within the local membership as well.
- Navigating the new national organization formation/networking/building trust, etc.
- Understanding the “dark years” of our organization and how the institutional history impacts our current practice.
- Understanding policies concerning Board roles vs director roles, newsletter or “canned” update for our IASB Board Members to send to their local districts, we send a long email right now which might not be the best because it is sometimes not read.
- Professional relationships with our legislative leaders, business leaders, School Board Members regardless of political views for the sake of our public schools and society is a must. Remember it is a people business.
- Changing to a different national organization will be a challenge and a big piece to sell to local Boards, following a strong leader, big shoes to follow.
- Local school district challenges across Iowa involve the talent pool, teacher hiring, retention, teacher prep programs, etc.
- Vouchers - Private Education - Governor, lobbying/legislative challenges, how do we support and fund public education.
- Legislative, school choice, economy, dependent on subscriptions from local districts and vendors, staff turnover IASB, constant planning for what ifs, training for possible movement.
- Public education under attack, efficient use of resources.
- Uphill battle with legislators, we need to remain pro-student and be creative, be able to navigate media response, may have to take a side on certain issues.
- Operating and guiding boards as we face new legislative laws and new culture norms all while improving student outcomes and maintaining rigorous curriculum to become a leader in educational outcomes and student success.
- Statewide reach crosses urban/suburban/rural divide.
- Training, resources, and professional development.
- Political advocacy at capitol.
- Changing political dynamics of the legislative body, vouchers.
- IASB is able to walk the line diplomatically.
- Large scale politics infiltrating to the local level is a challenge.
- National School Boards Association change, staff steered us through changes in bylaws in response.
- Need to balance specific needs of large districts vs small districts, rapidly changing immigrant population across Iowa, ex. SCS has 45 languages, “our kids”.
- IASB serves as a data aggregator to share stories which need to continue. We need to help local districts organize data to tell the story.
- Local Boards need help to navigate diverse norms around culture, gender, etc.
- Staffing challenges for schools, advocating with the legislature for recruitment aid is important.
- Dues to join IASB need to stay low so schools can afford the membership and services.
- ISFAS fulfills a different role and coordinates with IASB.
- Understanding a win for one district may be a loss for another district.
- Combatting recent messaging against public schools (including political push for vouchers).
- Continuing to increase engagement and participation in IASB events.

- Manpower - processing everything that needs to get done can be very difficult with only 22 staff members, and can be a limitation.
- IASB is an association so districts don't have to be members, fee based and voluntary.
- Bringing on a new Executive Director, making sure the right fit for the organization, right fit a must!
- Competition from other organizations, both services and times.
- Engaging members, getting them to read emails, etc., reaching membership (small and large schools).
- Discourse in the legislature, bad public policy (vouchers).
- Maintaining membership, not current challenge but always need to stay focused.
- Keep emphasis on the strategic plan internally.
- Market volatility, financial management IASB and also local district budgets.
- Consolidation.
- Divisive local Boards with new elections - Board unity.
- Negative perception of IASB by local Board Members (especially newly elected members).
- School choice and vouchers are a big issue.
- Sustainability, what makes money and what does not.
- Balancing urban and rural districts.
- The change going from a new national organization.
- How schools may function in the future.
- Perception of IASB.
- Changing the face of events and how that may impact the convention and funding stream as it is a big revenue winner for the IASB.
- Obsolescence/Relevance, will we continue to be needed.
- Public perception around the National Association turmoil.
- Don't mix words, not flaky or fickle, we must be neutral without being viewed as fence sitters, it gets harder to do each day.
- Partisanship will continue to serve members that have diverse demands, not so united as it used to be across the state.
- Adapting to the new work culture, more and more millennials are becoming Board Members and IASB employees.
- Being able to work remotely is a huge plus, leadership creates a sense of team with hybrid work situations.
- The have and have nots gap is widening.
- Financial challenges, metro vs rural.
- Turnover on local Boards require considerable time, scheduling from IASB staff.
- Public support/image of local districts, staffing challenges statewide.
- Public school advocacy, new national organization transition and transparency
- Mistrust in public institutions.
- Politicized School Board elections, professional boardsmanship managements.
- Must understand the landscape of the state.
- Talent recruitment for IASB openings as they occur, might have to "grow your own", be proactive in personnel succession planning.
- The obvious "school choice, etc."

## Desired Characteristics of the IASB: Organization Stakeholder Comments

Leadership experience	Served in similar capacity	Trailblazer	Be proactive
Diplomatic	Transparent	Honest/trustworthy	Not dictatorial
Good listener	Service oriented	Political savvy	Consensus builder
Group facilitator	Organized	Outgoing	Visionary
Relationship builder	People oriented	Good listener	Bipartisan stance
Engaging	Calm	Reflective	Bridge builder
Strong communication skills	More use of social media	Integrity	Caring
Philosophy driven	Creative	Charismatic	Culturally competent
Flexible	Follow through	Compassionate	Mission driven
Care about all stakeholders	Face of IASB	Cheerleader	Midwest values
Collaborator	Empathy	Business understanding	Self awareness
Strategic Planner	Observant	Assessable	Reliable
Inspirational	Get others opinions	Professional	Adaptability
Aggressive	Assertiveness	Driving/inspiring	Compromise
Optimistic	Non profit experience	Background as Superintendent	Confident

- Leader should empower the Board but drive the ship.
- Help write the message and engage stakeholders through social media, share success stories of local public school districts, advocacy and leaning forward is critical.
- Difference between Superintendent and Executive Director, IASB is a non-profit that requires certain skills in addition to Superintendent experience, the school leadership experience is important though, need sound legislative practice and guidance, be able to collaborate/network with directors from other states and nationally.
- Have strong Director/Board relationship, the Executive Director is our voice at the table, connect theory-practice-implementation, visionary, important to continue with our weighted vote at the delegate assembly.
- Understanding large and small school issues, never letting political beliefs be evident, legislative/organizational networking is essential, constantly fostering those, good positive energy, good listener, genuine, trusted, integrity, relationships are the driving force to all our work.
- Many stakeholders to serve, must be diplomatic in dealing with a diverse membership.
- Must network and collaborate with state and national agencies, must be willing to travel and visit AEA's/local School Boards/regional meetings/state convention.
- Must be able to mentor and grow new Board Members as transitions occur often.

- Need to be accountable to the Board, but in charge, no excuses.
- Dynamic communicator, can use all forms of media to communicate.
- Maintain relationships with School Board Members and districts from East to Western Iowa, must love public education and be willing to battle for local Boards.
- Need longevity in the position, someone that will stay.
- Able to assimilate public school needs with politics, and passionate about public education.
- Speaks well, listens better, and is best at convincing people to stand behind public education.
- Governor's proposal to support vouchers and reduce public school funding. The voucher proposal will exacerbate an already delicate balance IASB walks to navigate this issue in a non-partisan way.
- State laws stripping School Boards of "local control" in decisions around curriculum, parent engagement, and fiscal spending will likely continue. Decrease in high-quality/non partisan School Board Members serving on School Boards. Increase in extreme/single issue School Board Members.
- Understand the responsibilities and power of this role, childrens' lives are in your care, have two audiences (local Boards and also champions for local control).
- Can convince people to move on issues.
- Current leadership and staff is great, someone able to support the staff and get the best from them, continue to grow services and advocacy that local Boards depend on.
- Steady/steadfast with thoughtful consideration of all aspects, passionate dedication to IASB's mission and vision, creative visionary (futurist) mindset.
- Not a control freak or a micromanager, let people do their jobs.
- Not wishy-washy in decisions, must be able to make a decision and stick to it and also not take forever to make a decision.
- Understand the political arena and politics.
- Value the employees and recognize humanity, only so much they can do.
- Great Board facilitator, skilled in leading difficult decisions.
- Must be comfortable in a changing work, political and societal landscape.
- Versatile, listener, next leader may take a step further and solicit feedback.
- Tech savviness, zoom, social media, pushes the team in that direction.
- Need to unify, focus on some key areas rather than everything, re-recruiting districts that have left, do not pick sides, understand Iowa Public Schools.
- Socioeconomic, cultural equity champion, visit urban and rural IA districts/communities.
- Think analytically, must ask good questions and probe, listener, thinker.
- Very bright, emotionally intelligent, fearless but diplomatic, ability to navigate internal and external political issues.
- Be able to define and communicate board roles vs IASB staff and support both, sometimes overlap.
- Keep students first "mission driven", rational and resilient, high degree of integrity, must be aware of institutional history and not repeat mistakes.
- Be able to collaborate with the ED Heads and be a unifying voice.
- Out of the box thinker.

***Other comments that were recorded when stakeholders were asked if they had any additional comments or anything else to add:***

1. This person needs to bring new energy into the organization, question outdated approaches, challenge status quo thinking from employees, and encourage School Board Members to keep doing Yeomans work on their local Board.
2. Be mindful of Board Members' time and opinions, aware of public meeting rules.



3. More diversity in the workplace, currently the IASB staff is mostly white women and from educational fields. Must be comfortable with change. IASB must be fluid and morph with society.
4. Relax the dress code.
5. IASB has 22 total staff, small enough to eliminate all communication silos, most information can be shared with everyone so the whole association can build knowledge and answer questions if approached, drop the ego at the door with “the knowledge is power type of behavior” in some cases, we are not competing with each other, more knowledge base sharing encouraged by new leader.
6. This is hard work, more than “glad handing”, sense of humor, coping skills, ability to handle high stress situations “battle tested”.

**Top Rated Leadership Profile Characteristics of the Organization: IASB Online Survey**  
**Key: (VV) Vision and Values, (TL) Teaching and Learning, (CE) Community Engagement, (M) Management**

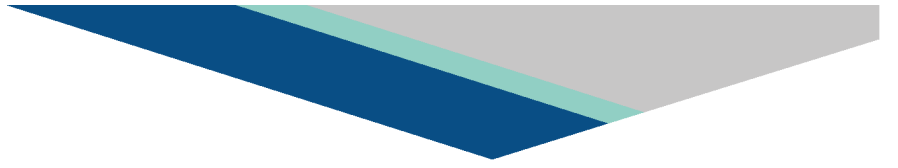
- Have experience successfully leading mission-driven organizations, such as school systems, non-profits, or similar professional organizations (M)
- Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the state level (VV)
- Demonstrate professional, clear, compassionate, timely and transparent communication (CE)
- Access educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information (VV)
- Create a climate of trust and mutual respect to ensure stakeholders are involved in the decision making process (CE)

Respectfully submitted,  
Mike Richie, HYA Vice President  
Todd Strom, HYA Associate



## IASB Executive Director Search Survey

**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES



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## METHODOLOGY

The survey results contained in this document are based on HYA's research related to Executive Director leadership standards. The survey addresses both organization performance and desired characteristics of the Executive Director in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align organization programs to the broader vision of the organization, and uphold high expectations for all stakeholders
- Professional Development (PD) - The leader's ability to offer professional development aligned to current needs.
- Community Engagement (CE) - The leader's ability to be the voice of the organization, engage with the community, and involve stakeholders in realizing the organization's vision
- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the organization and the desired profile of the next Executive Director, this report will help the organization prioritize the desired characteristics of the Executive Director in a way that will advance the priorities of the organization.



## EXECUTIVE SUMMARY

The IASB Executive Director Search Survey was completed by 143 stakeholders. The largest stakeholder group surveyed were superintendents/aea chief administrators/school business officials. Superintendents/aea chief administrators/school business officials represented 41.3 percent of all respondents. Nearly a quarter of respondents were board presidents. They made up the second most populous stakeholder group at 21.0 percent of all respondents. The third largest participant group were iasb staff at 14.0 percent of all respondents.

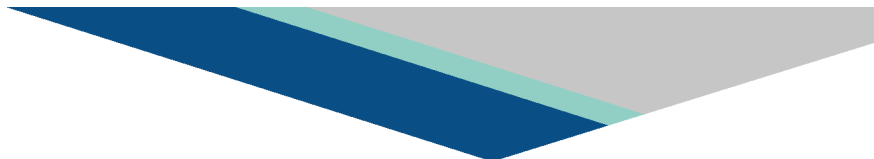
Regarding the State of the Organization, the following statements were perceived to be organization strengths:

- Is proactive in identifying and engaging stakeholders around current and emerging educational issues (e.g., COVID, funding, curriculum). (CE)
- Communicates in a transparent manner. (M)
- Furthers the mission, goals, and priorities of IASB. (VV)
- Employs an effective staff to support the membership. (M)
- Provides member access to convenient, professional learning. (PD)

The top-rated leadership profile characteristics constituents desire in a new Executive Director are:

- Have experience successfully leading mission-driven organizations, such as school systems, non-profits, or similar professional organizations (M)
- Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the State level (VV)
- Demonstrate professional, clear, compassionate, timely, and transparent communication (CE)
- Assess educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information (VV)
- Create a climate of trust and mutual respect to ensure stakeholders are involved in the decision making process (CE)



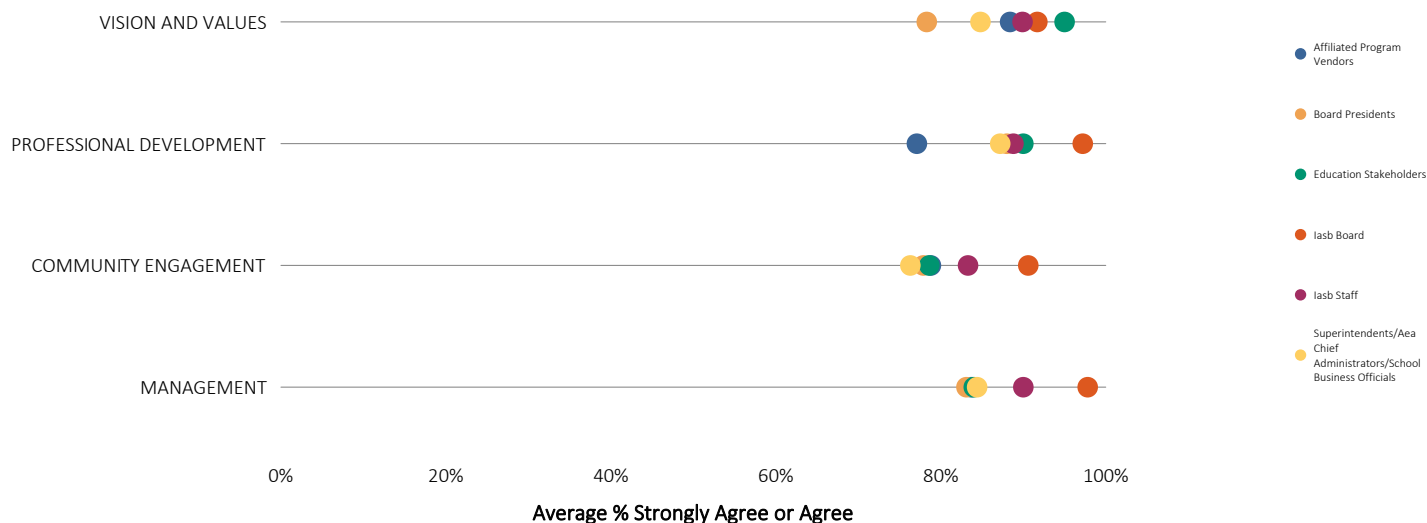


## ANALYSIS

### State of the Organization Summary

Respondents rated statements related to the state of the organization on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Professional Development, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.

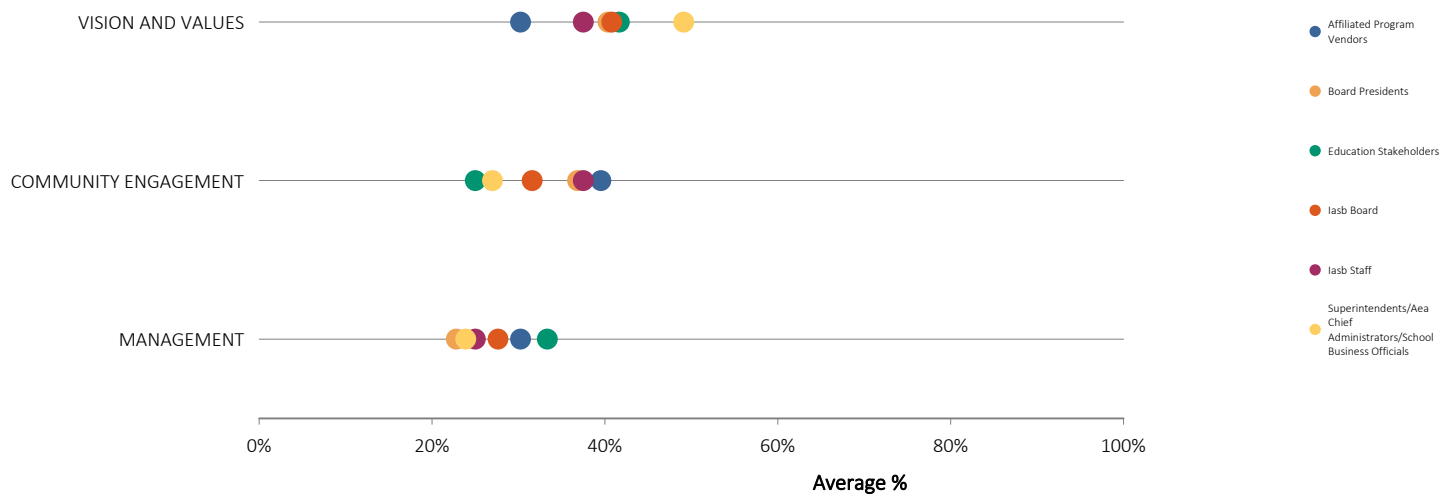
### State of the Organization Results by Constituent Group

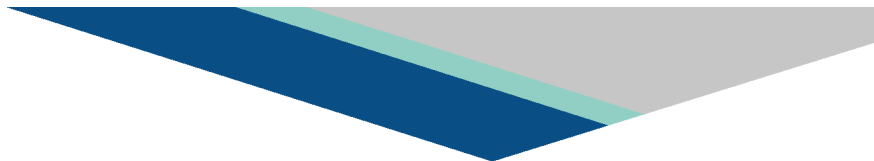


### Leadership Profile Summary

Respondents were asked to select leadership statements that are most important in selecting a new Executive Director. Each statement corresponds to one of the following constructs: Vision & Values, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.

### Leadership Profile Results by Constituent Group



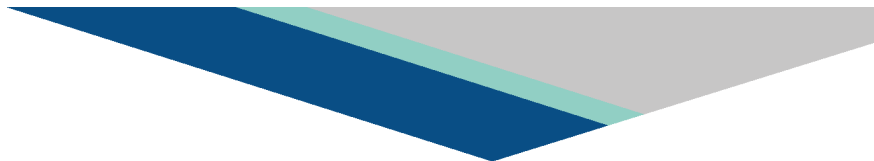


## LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new Executive Director. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

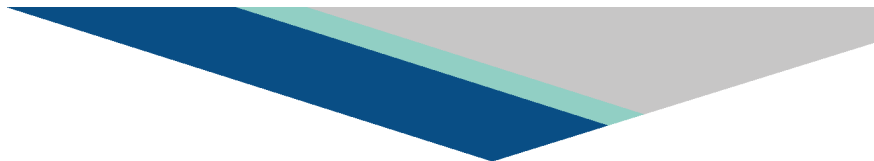
	All (143)	Affiliated Program Vendors (11)	Board Presidents (30)	Education Stakeholders (5)	Iasb Board (18)	Iasb Staff (20)	Superintendents /Aea Chief ... (59)
Have experience successfully leading mission-driven organizations, such as school systems, non-profits, or similar professional organizations	48%						
Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the State level	47%						
Demonstrate professional, clear, compassionate, timely, and transparent communication	43%						
Assess educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information	43%						
Create a climate of trust and mutual respect to ensure stakeholders are involved in the decision making process	42%						
Communicate a clear, compelling vision for the future of education and IASB	41%						
Have an understanding of and experience with the educational and political systems in the United States	35%						
Collaborate with stakeholders to ensure an inclusive, collaborative, team approach	24%						
Develop and implement plans to build membership and collaborative partnerships	17%						
Have experience developing, implementing, and evaluating strategic plans	15%						
Manage and prioritize multiple, sometimes competing, tasks and deadlines to achieve the Strategic Plan	15%						
Appreciate and support professional development inherent to the organization	15%						



## APPENDIX I: STATE OF THE ORGANIZATION ITEM ANALYSIS

Percentages of staff, board members, administrators, partner organizations, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (143)	Affiliated Program Vendors (11)	Board Presidents (30)	Education Stakeholders (5)	Iasb Board (18)	Iasb Staff (20)	Superintendent s/Aea Chief ... (59)
<b>COMMUNITY ENGAGEMENT</b>							
Is proactive in identifying and engaging stakeholders around current and emerging educational issues (e.g., COVID, funding, curriculum).	92%	91%	83%	100%	100%	100%	92%
Connects the value of IASB to administrators at all levels, tailoring services and engagement opportunities to diverse needs.	71%	64%	77%	60%	83%	80%	64%
Builds dynamic professional communities where members can learn and collaborate.	70%	82%	63%	60%	83%	70%	68%
<b>VISION AND VALUES</b>							
Amplifies the voice of the profession at the local, state, and federal levels by fully leveraging the influence of educational leaders.	86%	91%	77%	100%	100%	95%	81%
Raises the IASB's reputation as the authority on education issues and as an influential spokesperson at the local, state, and federal levels.	83%	91%	77%	100%	89%	80%	83%
Furtheres the mission, goals, and priorities of IASB.	88%	82%	73%	100%	100%	95%	90%
Raises member awareness of IASB benefits, services and initiatives, and the overall value of IASB membership and engagement.	78%	82%	73%	80%	78%	85%	78%
<b>MANAGEMENT</b>							
Taps the full potential of the organization to effect positive change for the profession and for students through better alignment of roles, goals, and resources at all levels of the organization.	80%	82%	73%	80%	89%	85%	78%
Sustains and grows IASB's human and financial resources to support evolving goals and priorities.	79%	64%	73%	80%	100%	85%	76%
Communicates in a transparent manner.	89%	73%	87%	100%	100%	90%	88%
Is fiscally responsible.	85%	82%	73%	80%	100%	95%	83%
Employs an effective staff to support the membership.	88%	73%	87%	80%	100%	95%	86%
<b>PROFESSIONAL DEVELOPMENT</b>							
Provides engaging, career-long leadership development opportunities for all members.	86%	64%	87%	100%	94%	85%	86%
Ensures the content of its professional development offerings remains relevant to changing member needs and professional issues.	86%	55%	83%	100%	100%	95%	85%
Provides member access to convenient, professional learning.	87%	55%	90%	60%	100%	85%	90%
Makes available easy-to-access resources addressing the latest research, tools, and information pertinent to the role of the educational leader.	86%	73%	83%	100%	89%	90%	86%



## APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new Executive Director. Results are presented below by constituent group.

	All (143)	Affiliated Program Vendors (11)	Board Presidents (30)	Education Stakeholders (5)	Iasb Board (18)	Iasb Staff (20)	Superintendent s/Aea Chief ... (59)
Have experience successfully leading mission-driven organizations, such as school systems, non-profits, or similar professional organizations	48%	45%	43%	40%	39%	80%	44%
Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the State level	47%	27%	43%	20%	61%	25%	58%
Demonstrate professional, clear, compassionate, timely, and transparent communication	43%	55%	47%	20%	39%	75%	31%
Assess educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information	43%	18%	37%	20%	50%	40%	51%
Create a climate of trust and mutual respect to ensure stakeholders are involved in the decision making process	42%	36%	57%	20%	56%	45%	32%
Communicate a clear, compelling vision for the future of education and IASB	41%	45%	50%	40%	39%	35%	37%
Have an understanding of and experience with the educational and political systems in the United States	35%	27%	23%	20%	22%	50%	42%
Collaborate with stakeholders to ensure an inclusive, collaborative, team approach	24%	45%	17%	20%	28%	15%	27%
Develop and implement plans to build membership and collaborative partnerships	17%	45%	13%	40%	33%	5%	12%
Have experience developing, implementing, and evaluating strategic plans	15%	18%	23%	0%	17%	10%	14%
Manage and prioritize multiple, sometimes competing, tasks and deadlines to achieve the Strategic Plan	15%	9%	7%	0%	28%	5%	22%
Appreciate and support professional development inherent to the organization	15%	18%	20%	0%	11%	15%	14%